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ENG 3008-600: Digital and Multimodal Writing

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Eastern Illinois University

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Fall 2020 ENG 3008, Digital Writing and Multimodal Texts with Dr. Robin L. Murray

Phone: 549-0199 before 10 p.m.(please text).

Email: rlmurray@eiu.edu

Office Hours: TR 12:30-2 on Zoom, W 1-3:00 on Zoom (and by appnt.)

Course Description: ENG 3008, Digital Writing and Multimodal Texts, will address digital writing and multimodal theory and production through the lens of nonfiction literary, film and media texts. The course will also engage the history of digital and multimodal literacy. Please note that this semester our course will be online. Themes: Law & Social Justice; Genre, Form, & Poetics; Science & the Environment; Media, Technology & Popular Culture

Course materials:

Carroll, Brian. *Writing and Editing for Digital Media*. 2nd Ed. Routledge (2014)

Mitchell, WJT. *Picture Theory*. UChicago Press (1994)

Winston, Brian. *The Documentary Film Book*. London, BFI (2013)

Other Essays on D2L and Self-Selected Essays (see calendar)

Documentary viewings (see calendar)

Learning objectives. Students completing this course will:

1. Demonstrate a deep and broad understanding of the theoretical, practical, cultural and political issues surrounding digital and multimodal literature and/or composition.
2. Demonstrate understanding how digital/multimodal texts impact the field of English Studies.
3. Demonstrate critical analysis of digital/multimodal texts and their effects on audiences.
4. Demonstrate digital literacy in multiple multimedia and/or social media tools.
5. Compose multimodal texts that reflect a clear understanding of communication across media and genres.
6. Participate ethically in the collaborative culture fostered by online writing environments.

EIU Learning Goals pursued by ENG 3008

I. Critical Thinking

Students will question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights
- Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

II. Writing and Critical Reading

Students will write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.

- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

III. Speaking and Listening

Students will prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

IV. Responsible Citizenship

Students will make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Course Requirements:

1. Weekly Reading and Viewing Response Blogs: You will complete a weekly blog after reading nonfiction texts or watching documentaries and taking notes on what you read or view. I will provide a prompt that explains the elements you should include. Please note: We will be using the D2L blog function for this.

2. Weekly Discussions: You will complete weekly small group discussions in response to the reading and/or projects you are completing. For these responses, you will answer questions about the text(s), documentaries, or project read for that class and share them with your small group in an initial response of approximately 150 words. Replies to peers should add connections with other texts, documentaries, or experiences or offer an alternative perspective (or offer feedback on projects). Please do respond to each of your peers in your small group. Occasionally we will also address issues and projects in a whole-class discussion, as well.

3. Group Google Sites Page: You will complete a group Google Sites page analyzing a particular issue broached in one of the documentary films and media viewed for class. I will provide an assignment sheet explaining approaches you might take and highlight possible issues you might pursue.

4. Podcast: You will complete an individual podcast critiquing a nonfiction text (essay or documentary film or media) read or viewed for class. I will provide a prompt explaining how to approach this podcast assignment.

5. Video Essay: You will complete a video essay modeled on one of the nonfiction texts read or film or media viewed for class. This will be your own nonfiction video essay! I will provide a prompt explaining the multiple ways you can approach this project.

6. **Research Project on some aspect of digital writing, including, but not limited to, journalism for a digital age, developing a strategy for social media, or digital media and the law** (see Carroll). You will complete a project on a topic of your choice. I will provide a prompt that explains the multiple approaches you may take with this project.

Grades:

| | |
|---|------------|
| 1. Weekly Reading and Viewing Response Blogs: | 15% |
| 2. Weekly Discussions: | 15% |
| 3. Group Google Sites Page: | 10% |
| 4. Podcast: | 15% |
| 5. Video Essay: | 20% |
| 6. Research Project: | <u>25%</u> |
| | 100% |

Other Policies:

***Yellow Sheets for English with Teacher Certification Students:** Students seeking Teacher Certification in English Language Arts should provide each of their English Department professors with a copy of the yellow "Application for English Department Approval to Student Teach" before the end of the semester. These forms are available in a rack outside the office of Dr. Melissa Ames.

Tech Support: If you need assistance with D2L, call the Center for Online Learning (217-581-8452) during regular business hours or email col@eiu.edu. D2L tutorials and guides are available 24/7 under the "Help for Students" widget on the D2L My Home page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk (217-581-HELP). If you have a question regarding course content, contact your instructor.

***Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

***Plagiarism:** The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

***Electronic Writing Portfolio:** This class is a writing intensive class, so you may submit either of your papers as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note: the Writing Center is available for help with all writing assignments. Take advantage of this free service.

***Writing Center:** Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

***COVID-19 Practices & Expectations on EIU's Campus:** The University is asking all of us to take precautions to prevent the spread of COVID-19, including wearing face coverings when we are in class together, walking around campus, in the library, or participating in office hours. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Additionally, students are expected to not attend class if they are ill and to consult the student health clinic if they have any COVID-19 like symptoms. EIU's COVID-19 campus practices including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you have a health condition that prevents you from wearing a mask, please contact Student Disability Services. If you

are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>].

Please Note: You must complete all major assignments to complete this course.

ENG 3008 Fall 2020 Tentative Course Calendar

August:

Introductions:

- 25
1. Icebreaker
 2. Introductions to your small groups and group members.
 3. Introduction to the class and its key questions: What is multimodal writing? What is digital writing? How are they best applied?
 4. View *The Plow that Broke the Plains* (1937) and prepare for your first blog response. Here's the link: [The Plow that Broke the Plains \(1937\)](#) for your writing sample blog and possible Group Google Sites Page.

All Groups Work for Next Week:

1. **Reading for next week's discussions:** Chapters 1 and 2 in Carroll and one of the chapters in Part 1 in Mitchell's *Picture Theory* Note: Post a response in your small group discussion by Tuesday at midnight.
 - o **Small Group Discussion initial post by Tuesday at midnight.**
 - o **Responses in your small group by Thursday at midnight.**
2. **View *The Plow that Broke the Plains* (1937)** and complete your writing sample blog post. Use the last topic on p. 25 of Carroll (an opinion piece on a question or issue explored in the documentary short). Please follow instructions in this assignment.

September:

Class, Digital Writing and Documentary: What Does it Mean to be Literate?

1 (all) **Assignments due by midnight tonight:**

1. Writing assignment blog of approximately 500 words in response to *The Plow that Broke the Plains*—Use the last topic on p. 25 of Carroll (an opinion piece on a question or issue explored in the documentary short). Please follow instructions in this assignment. Here's the link: [The Plow that Broke the Plains \(1937\)](#) for your writing sample blog and possible Group Google Sites Page.
2. Small Group Discussions: Chapters 1 and 2 in Carroll and one of the chapters in Part 1 in Mitchell's *Picture Theory*
 - a) Post an initial response by midnight tonight, September 1.
 - b) Respond to your peers by Thursday, September 3 at midnight.

All Groups Work for Next Week:

- **Reading for next week's discussion:** Chapter 3 in Carroll, the Google Sites Page Assignment Sheet, and [Our Class Google Site](#)
- o **Small Group Discussion initial post by Tuesday at midnight.**
- o **Responses in your small group by Thursday at midnight.**
 - **Viewing for Next Week's blog post:** View [The City](#) (1939) for blog and a possible Group Google Sites Page. Complete a film analysis worksheet for your blog (on D2L).
 - **In Your Blog: Also Complete an Infographic** to visually communicate census data for your city found at <http://census.gov>. See p. 83 assignment 2 in Carroll for more information.

Other Helpful Tools:

<http://www.creativeblog.com/infographic/tools-2131971>

<https://piktochart.com/>

Accessibility, Digital Writing, and Documentary

8 **Assignments due by midnight tonight:**

1. Blog posts:

a) Complete a response to *The City* in relation to Google Sites Page. What does the documentary suggestion about social and economic class and/or literacy?

b) Infographic to visually communicate census data for your city found at <http://census.gov>. See p. 83 assignment 2 in Carroll for more information.

Other Helpful Tools: <http://www.creativeblog.com/infographic/tools-2131971>

<https://piktochart.com/>

2. Small Group Discussion in response to Chapter 3 in Carroll, the Google Sites Page Assignment Sheet, and [Our Class Google Site](#)

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

All Groups Work for Next Week :

1. **Reading for next week's discussion:** Chapter 4, 5, or 6 in Carroll

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

2. **Viewing for Next Week's blog post:** *On a Roll* excerpts (2015) for possible group Google Sites Page. Here's the link: *On a Roll* (2015): <https://youtu.be/ZV-fk6aPM8g>

How do digital/multimodal texts impact the Construction of Knowledge?

15 **Assignments due by midnight tonight:**

1. Blog post response to *On a Roll* excerpts in relation to Google Sites Page. Here's the link: *On a Roll* (2015): <https://youtu.be/ZV-fk6aPM8g>

What does the documentary suggest about accessibility?

2. **Reading for discussion:** Chapter 4, 5, or 6 in Carroll

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

All Groups Work for Next Week:

- **Reading for next week's discussion:** Video Essay Assignment Sheet and Mitchell, chapter 9, "The Photographic Essay"
- **Viewing for Next Week's blog post:** *Silence* (1998) as preparation for blog and video essay assignment. Here's the link: [Silence](#) (1998).
- **Complete a Group Google Sites Page draft by midnight on Tuesday, 9/22**

Identity in Digital Writing and Documentary

22 **Assignments due by midnight tonight: Note: Zoom Conferences!**

1. Group Google Sites Page draft (note that final is due 9/22 by midnight) shared in your small group and with me.

2. Blog Response to *Silence*. Here's the link: [Silence](#) (1998).

3. **Reading for discussion:** Video Essay Assignment Sheet and Mitchell, Chapter 9, "The Photographic Essay."

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

All Groups Work for Next Week:

- **Complete your Group Google Sites Page Final Draft!**
- **Reading for next week's discussion:** Video Essay assignment sheet and Winston chapters 4.1 and 4.2.

Note: Initial response in small group discussion due by Tuesday at midnight, responses to small group due by Thursday at midnight.

- **Viewing for next week's blog post:** Jean Kilbourne *Killing Us Softly* TED Talk.

Here's the link: [Killing Us Softly TED](#) and Video essay examples **below:**

<https://www.teenlife.com/blogs/video-essays-college-applications>

<http://www.triquarterly.org/essay/on-the-form-of-video-essay>

Gender and Sexuality in Digital Writing and Documentary

29 **Assignments due by midnight tonight:**

1. Blog post: Response to *Killing Us Softly* TED Talk and Winston, chapters 4.1 and 4.2. Questions on D2L to guide your response. Here's the link: [Killing Us Softly TED](#) and **examples below:**

<https://www.teenlife.com/blogs/video-essays-college-applications>

<http://www.triquarterly.org/essay/on-the-form-of-video-essay>

<http://www.indiewire.com/2015/09/watch-detailed-and-in-depth-video-essay-explores-identity-and-space-in-ghost-in-the-shell-259384/>

2. Group Google Sites Page final draft shared with whole class through a discussion forum—Responses due by Thursday, October 1.

3. **Reading for discussion:** Video Essay Assignment Sheet and Winston chapters 4.1 and 4.2.

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

Note: Responses to peers' Google Sites Pages due Thursday October 1 by midnight.

All Groups Work for Next Week:

Reading for next week's discussions: Mitchell, Chapter 12, "The Violence of Public Art..." and Winston, chapters 4.3 and 4.4

Viewing for next week's blog posts: one of the documentaries on D2L: *Paris is Burning* (Jennie Livingston, 1990), *Surname Viet Give Name Nam* (1989), Or [Style Wars](#) (1983, Tony Silver) –or a documentary of your choice on our topic.

October

Race in Digital Writing and Documentary

6 **Assignments due by midnight tonight:**

1. Blog post response to one of the documentaries on D2L: *Paris is Burning* (Jennie Livingston, 1990), *Surname Viet Give Name Nam* (1989), Or [Style Wars](#) (1983, Tony Silver) –or a documentary of your choice on our topic.

2. Reading for Small Group Discussion: Mitchell, chapter 12, "The Violence of Public Art..."

- **Small Group Discussion initial post by Tuesday at midnight.**
- **Responses in your small group by Thursday at midnight.**

All Groups Work for Next Week:

Reading for next week's discussions: Mitchell chapter 10, "Illusion: Looking at Animals Looking"

Viewing for next week's blog post: *Green* (2006). Here's the link: *Green* (2010) <https://youtu.be/-WNgoqBGw4Y>

The Environment and the Natural World in Digital Writing and Documentary

13 **Assignments due by midnight tonight:**

1. Blog post response to *Green* (2006). Here's the link: *Green* (2010) <https://youtu.be/-WNgoqBGw4Y>

2. Reading for Small Group Discussion: Mitchell, chapter 10 and approaches to the video essay

All Groups Work for Next Week:

Reading for next week's discussions: A chapter of your choice from Part Six in Winston

Viewing for next week's blog post: Sample video essays on D2L (and of your choice) to help you prepare your video essay script.

20 **Assignments due by midnight tonight—Responses due by midnight on Thursday:**

1. Video Essay Script due in blog and small group discussion: **Note: Zoom Conferences!**
2. Reading from Winston Part Six (of your choice) for small group discussion

All Groups Work for Next Week:

Reading for next week's discussions: Chapter 8 in Carroll

Complete your Video Essay to share with your peers and me.

Viewing for next week's discussion: Your small group members' video essay drafts

Globalization and Immigration in Digital Writing and Documentary

27 **Assignments due by midnight tonight:**

1. Video Essay
2. Reading for discussion: Chapter 8 in Carroll
 - **Small Group Discussion initial post by Tuesday at midnight.**
 - **Responses in your small group by Thursday at midnight.**

All Groups Work for Next Week (Thursday):

Reading for next week's discussions: A chapter of your choice in Part Three, Winston and the Podcast assignment sheet!

Viewing for next week's blog post: *The Children of Leningradsky* (2005). Here's the Link: [Children doc](#)

November:

Education in Digital Writing and Documentary

3 **Assignments due by midnight tonight:**

1. Blog post response to Winston chapter from Part Three and *The Children of Leningradsky* (2005)—try critiquing as would for your podcast. Here's the Link: [Children doc](#)

3 No Classes: Election Day! Please Vote!

5 **Assignments due by midnight tonight:**

1. Blog post response to Winston chapter from Part Three and *The Children of Leningradsky* (2005)—try critiquing as would for your podcast. Here's the Link: [Children doc](#)
2. Reading for small group discussion: A chapter of your choice in Winston Part Three and the Podcast Assignment Sheet
 - **Small Group Discussion initial post by Thursday at midnight.**
 - **Responses in your small group by Saturday at midnight.**

All Groups Work for Next Week:

Reading for next week's discussions: Podcast examples

Viewing for next week's blog post: *Children Who Draw*, Director Susami Hani. Here's the link: [Children Who Draw](#)

Complete your podcast script!

10 Assignments due by midnight tonight:

1. Podcast script draft due in dropbox on D2L and in your small group discussion.
 - **Small Group Discussion initial post by Tuesday at midnight.**
 - **Responses in your small group by Thursday at midnight.**
2. Blog post response to *Children Who Draw*—a critique similar to your podcast.

Here's the link: [Children Who Draw](#)

Note: Zoom Conferences!

All Groups Work for Next Week:

Note: Complete your podcast for next Tuesday!

Reading for next week's discussions: Chapter 8, 9, or 10 in Carroll

Viewing for next week's blog post: Media to help you with your final project—you need to share a topic in your blog.

Research Project: Journalism, Social Media, Digital Media and the Law...

17 Assignments due by midnight tonight:

1. Podcast final due.
2. Final Individual Research Project topic due as a blog post.
3. Readings for small group discussions: Carroll chapters 8, 9, or 10
 - **Small Group Discussion initial post by Tuesday at midnight.**
 - **Responses in your small group by Thursday at midnight.**

All Groups Work for Week after Break!:

Reading and Viewing for December 1: Research and media and final project draft.

23-27 No School! Thanksgiving Break

December

1 Assignments due by midnight tonight:

1. Draft of Project due in small groups and D2L dropbox.
 - **Small Group Discussion initial post by Tuesday at midnight.**
 - **Responses in your small group by Thursday at midnight.**

Note: Zoom Conferences!

All Groups Work for Next Week:

1 Research Projects due in dropbox and full class discussion.

8 Assignments due by midnight tonight:

1. Research projects due in dropbox.
2. Research project due in full class discussion:
 - **Full Class Discussion initial post by Tuesday at midnight.**
 - **Responses to four of your peers by Thursday at midnight.**

15 Final's Week: Final "Exam" Reflection due